



the
Crefeld School

Graduation by Exhibition Handbook

Updated May 2023

The Crefeld School's Graduation by Exhibition Handbook

Table of Contents

Graduation Exhibition Requirements	<u>2</u>
Formal Writing	
Literary Analysis Essay	<u>3</u>
Literary Analysis Essay Evaluation Rubric	<u>4</u>
Timed Persuasive Essay	<u>5</u>
Timed Persuasive Essay Evaluation Rubric	<u>6</u>
Transition	
Personal Transition Plan	<u>7</u>
Mathematical and Logical Analysis	
Math Competency Exams	<u>8</u>
Research and Understanding	
History Oral Examination	<u>9</u>
History Oral Examination Evaluation Rubric	<u>10</u>
Research Paper	<u>11</u>
Research Paper Evaluation Rubric	<u>12</u>
Science Project	<u>13</u>
Science Project Lab Report Rubric	<u>14</u>
Technology Project	<u>15</u>
Technology Project Evaluation Rubric	<u>16</u>
Self-Reflection	
Personal Learning Reflection	<u>17</u>
Personal Learning Reflection Evaluation Rubric	<u>18</u>
Creative Expression Project	<u>19</u>
Creative Expression Evaluation Rubric	<u>20</u>
Public Presentation	<u>21</u>
Public Presentation Evaluation Rubric	<u>22</u>
Citizenship	
Civics Exam	<u>23</u>
Independent Service Learning	<u>24</u>
Leadership Project	<u>26</u>
Internship	<u>28</u>

Overview of Graduation Exhibition Requirements

All students must complete the following twelve exhibitions:

- Personal Transition Plan
- Personal Learning Reflection
- Creative Expression Project
- Public Presentation
- Civics Exam
- Leadership OR Internship
- 2 of the 3 Math Competency Exams:
 - CANS
 - Either Algebra OR Geometry
- 2 of the 3 Research exhibitions:
 - Science Project
 - History Oral Examination
 - Research Paper
- One of the Formal Writing exhibitions:
 - Literary Analysis Essay OR
 - Timed Persuasive Essay
- Technology Project **combined with another exhibition**

Students who have completed the twelve required exhibitions are demonstrating mastery in the following competencies: *Research, Expository Writing, Analytic Reading, Executive Functioning, Logical Reasoning, Self-Expression, Technology, Citizenship, Transition Planning, Descriptive Writing*

Students may choose to complete more than the twelve required exhibitions.

- Students who choose to complete 13-15 exhibitions will receive an indication on their transcript that they completed an Intensive Graduation by Exhibition Workshop class.
- Students who choose to complete 16 exhibitions, *including Independent Service Learning*, will receive an indication on their transcript that they completed an Intensive Graduation by Exhibition Workshop class AND an indication on their diploma that they graduated with distinction.

Formal Writing

Literary Analysis Essay

The Purpose:

This assignment is designed to prepare a student for the types of papers that are typically assigned in college literature courses. Students will produce an essay that teaches a “reader” about a literary work; students should imagine their reader as someone who has read the literary work, but who has not studied it in-depth. Thus, the student’s essay should engage this reader in a deeper understanding and analysis of the literature.

Students will write a cohesive essay that presents a literary interpretation and uses a clear thesis. The essay may be a direct analysis of one work, or it may be a comparison/contrast of two works. The thesis will address a major theme in the work, and/or it will identify a major literary device. The essay will present textual evidence to support interpretations of the work. Textual evidence is presented in the form of direct quotes and paraphrases. The paper will employ the vocabulary of literary analysis, using words such as: symbol, diction, metaphor, narrative, character, point-of-view, tone, or irony.

The Process:

- Student meets with the first reader, and they agree upon a plan for the essay:
 - They agree upon the literary work(s) that will be discussed
 - They agree upon the thesis and outline for the paper
- Student submits a typed draft to the first reader for feedback
- The first reader provides feedback to the student and the student revises
- Student resubmits the revised draft; the process continues until the first reader agrees that the draft is ready for the second reader
- Process continues until both readers make the final decision that the paper is passed

The Product:

- 3-5 page essay (not including title page)
- Standard academic paper format:
 - Direct quotes and paraphrases are cited according to MLA format
 - Typed, double-spaced
 - Maintains a formal tone (no contractions nor slang)
- An introduction with a guiding thesis (theme and/or literary device)
- Textual evidence (direct quotes and paraphrases) which support the thesis
- A conclusion that restates the thesis

Literary Analysis Essay Rubric

To pass, a student must earn an “Exceeds Expectations” or “Passed” for all criteria.

	Exceeds Expectations	Passed	Needs Refinement	Needs Development	Comments
Introduction					
Thesis statement is a complex sentence that introduces a clear and concise theme of the text, including the title and author of the text					
Context/background information provided that is relevant to thesis					
Three topics (literary devices) clearly stated and previewed in separate sentences					
Each of Three Body Paragraphs					
Topic sentence is clear, and reflects what is stated in intro					
Evidence: 2-3 quotes from the text with proper citation					
Analysis discusses evidence/topics in terms of thesis					
Conclusion					
Thesis statement reiterated					
Topics summarized in separate sentences					
Final Thought - wrap-up of argument					
Spelling, grammar, and usage <ul style="list-style-type: none"> • No contractions • No 1st or 2nd person pronouns • Grammar and spelling errors are few or non-existent • MLA Formatting (double spacing, heading, page numbers, citations for evidence, margins) 					

Timed Persuasive Essay

The Purpose:

The purpose of the Timed Persuasive Essay is for the student to demonstrate their mastery of the skills, strategies, and techniques required in formulating and producing an argumentative essay while meeting specific time constraints. The student will choose a controversial issue, develop a clear stand on the issue, and effectively persuade the reader with logical arguments. Working from a brief outline, the student will produce an organized essay during a sixty minute, supervised testing period. Students who typically receive extended time for testing will have their time period adjusted to match their learning profile.

The Process:

- Student brainstorms controversial topics with mentor, chooses a topic, and receives approval
- Student receives the outline template from the mentor
- Student completes the outline and submits it for approval. The outline must be brief (about 1 page).
- Student schedules a supervised time period to write the essay
- Student completes essay in 60 minutes
- Note: If the essay is not passed, student may not revise their original essay unless the only significant errors are spelling and grammar related
- Student may schedule another supervised time to rewrite the essay from their outline

The Product:

- 5-6 paragraph typed essay
- Standard academic paper format:
 - Double-spaced
 - No contractions; no slang or colloquialisms
- Introduction that includes a clear stand on the controversial issue
- 3-4 arguments that are cogent, logical, relevant, and can be supported by examples. Arguments may be pro arguments or con arguments that are soundly rebutted
- A conclusion incorporating a restatement of thesis and summary of main ideas

Timed Persuasive Essay Evaluation Rubric

To pass, a student must earn an “Exceeds Expectations” or “Passed” for all criteria.

Standard To Be Met	Exceeds Expectations	Passed	Needs Refinement	Needs Development	Comments
Composes essay in a 60 minute, monitored test period; uses an approved outline to compose the essay					
Introduces the essay with background information and context that frames the debate					
Uses a thesis in the introduction					
Presents the first argument; it effectively persuades the reader					
Presents the second argument; it effectively persuades the reader					
Presents the third argument; it effectively persuades the reader					
Uses a conclusion that restates the main points without sounding repetitive; includes a final thought about the controversial issue					
Creates an essay in which the writing is clear and contains few spelling and grammatical errors *Note: Students are allowed to revise spelling and grammar errors until the essay passes					

Transition

Personal Transition Plan

The Purpose:

The purpose of the Personal Transition Plan is to help the student plan for life after Crefeld. For the majority of our students, the college application process, ending in acceptance and enrollment, will serve as the transition plan. For those students who are not going to pursue higher education right away, an individualized plan will be created with the guidance of the Crefeld College Counselor and/or the Director of Learning Support.

The Process:

The student will meet with the Crefeld College Counselor in their junior year. Options will be discussed and the student will begin to formulate a plan. This plan will include options for higher education or work, living arrangements, and financial planning.

The Product:

Most students will complete the exhibition by applying to colleges, getting accepted, and enrolling.

If the student chooses NOT to do that, then the student will [complete the plan linked here](#) in collaboration with their family, then meet with the Crefeld College Counselor or the Director of Learning Support to review it.

Mathematical & Logical Analysis

Math Competency Exams

The Purpose:

The purpose of the Math Competency Exams are for the student to demonstrate their understanding of the skills, concepts and applications required in mastering basic mathematics. Students are expected to take the Calculation and Number Sense exam, then may choose to take either the Geometry or Algebra exam.

The Process:

- Student will receive a review packet for each test
- Student will complete each review packet, asking for assistance if needed
- Student will have the review packet checked by a math teacher
- Student schedules a time to take each exam
- In most cases, exams should be taken in order: Calculations and Number Sense (CANS), Algebra, and Geometry

The Product:

- Each student must score at least an 80% on each exam to pass
- If student does not pass, they must schedule a time to retake the exam

Research & Understanding

History Oral Examination

The Purpose:

There are several purposes of the History Oral Examination:

- To hone students' research skills
- To encourage students to consider historic events in context
- To allow students the opportunity to research topics of interest
- To allow students the opportunity to orally present material that is usually presented in written form

The Process:

- Students will select one topic pertaining to global history that is not well known. They will look at the topic with two focuses:
 - The Larger Focus: The topic as a whole
 - The Narrow Focus: A specific experience/narrative from within the topic
 - Example: The impact of women in the French Revolution
- Students must seek approval of their topic from the designated oral examination instructor.
- Student conducts research on chosen topic:
 - Students must know all relevant facts, including relevant statistics that place the event in context and detail the historical significance.
 - Students should explain the importance of the event in the context of local, national, and/or global scale.
 - Students will fill out their [GBE Historical Inquiry sheet](#) (linked here), typed or handwritten, to be used for reference during the exam.
 - Students will include a slides presentation OR an animated video to serve as a visual aid for their research findings.
 - Students must be able to cite sources if requested. A required MLA bibliography is included in the template.
- Student requests an examination date from the oral examination instructor.
- Students should be able to explain the full event in a period of approximately ten to twelve minutes.
- Students will then be asked a series of questions from the oral exam proctors relevant to the topic
- Students pass their oral exams when they have thoroughly answered all questions asked by their proctors and examined the relevant topics as completely as possible.

The Product:

- Notes on one thoroughly researched and approved historic topic
- Presentation of this topic to two proctors

- Student-created slides presentation OR animated video to serve as a visual aid for their research findings.

History Oral Exam Rubric

To pass, a student must earn an “Exceeds Expectations” or “Passed” for all criteria.

Standard To Be Met	Exceeds Expectations	Passed	Needs Refinement	Needs Development	Comments
Accurately identifies logical conclusions implied by the generalizations, principles, or facts. Recognizes more subtle inferences that could have important effects on the event or its future consequences.					
Demonstrates an extensive knowledge of basic information resources and commands a wide range of information gathering techniques.					
Demonstrates creativity and resourcefulness in collecting data and creating original data.					
Accurately identifies what is already known and makes connections to current/future events.					
Presents a thorough and correct account of what is already known.					
Connects historical information to current/future events in a logical and accurate manner.					
Presents information in a style and tone that effectively communicates the ideas/information that has been generated.					
Supplies information that may not be commonly known.					

Research Paper

The Purpose:

The Research Paper is designed to prepare each student for the papers they will be expected to write in college humanities and social science courses. The student is expected to write a formal research paper on a controversial topic that includes a thesis statement supported by quotes and data from expert sources. The paper should draw from a variety of sources and include formal documentation.

The Process:

- Student chooses a topic which is both controversial and possible to research and write about within the constraints of available time and information
- Student discusses the main ideas of the piece with the first reader and receives approval of topic
- Student creates a plan with the first reader for developing the paper; plans may include outlines, bibliographies or short summaries
- Student submits research sources to first reader for approval
- Student submits typed draft to obtain first reader feedback
- First reader provides feedback to the student; student revises as necessary
- Student resubmits draft until first reader determines that draft is ready to be submitted to the second reader
- Process continues until both readers agree that the paper meets the criteria

The Product:

- 7-10 page paper (not including title page or bibliography)
- Standard academic paper format:
 - MLA style for heading and citations
 - Double-spaced
 - No contractions, no slang or colloquialisms
- A guiding thesis that is supported by quotes and paraphrases as evidence to support thesis
- Five to seven sources; no more than one reference source (textbook, encyclopedia, almanac, etc.)

Research Paper Rubric

To pass, a student must earn an “Exceeds Expectations” or “Passed” for all criteria.

Category	Exceeds Expectations	Passed	Needs Refinement	Needs Development
Introduction and Thesis Statement	The introduction includes a hook and transitions to the thesis statement. The thesis statement clearly states the topic of the essay. Smoothly outlines the main points to be discussed with topic sentences previewing each topic.	The introduction includes a hook, transitions to the thesis statement, and is mostly effective. The thesis statement names the topic of the essay. Topics are in separate sentences and provide some description of each topic	A hook is present though not followed by important information. The essay includes an attempt at an introduction paragraph, though it is not smooth and may not include a complete thesis statement. Topics are listed in one sentence.	A hook is missing or weak and important information is absent. There is an attempt at an introduction paragraph, but it is not developed and does not include a thesis statement, nor does it mention the topics clearly
Background	Provides sufficient information on the research topic, including key people, places, dates, conflicts, and resolution (if applicable).	Provides information, but some key information from the previous column is missing.	Some information, but many of the key aspects are missing, which does not provide sufficient context for the research.	Very little to no background information
Body Paragraph Organization	Each of the body paragraphs includes a •well-written topic sentence, •well-constructed sentences with supporting details, and •smooth transitions. Incorporates information from the sources in the body of the text as well as relevant outside information. Each Body paragraph includes 2-3 relevant quotes/paraphrases as evidence. Appropriate lead-ins provided. Clearly supports the thesis with coherent analysis of evidence. One topic/subtopic is not represented more than others.	Each of the body paragraphs includes a •well-written topic sentences, sentences with supporting details, and transitions. Incorporates information from the sources in the body of the text as well as relevant outside information. Body paragraphs include 2-3 quotes/paraphrases as evidence. Evidence lacks consistent lead-ins, or some evidence is not clearly relevant. Supports thesis with analysis of evidence, but more information is needed to show relevance to thesis.	Each of the body paragraphs includes a topic sentence and supporting sentences, but is not a smooth read and often lacks transitions. Incorporates relevant outside information. Body paragraphs include 1-2 quotes/paraphrases as evidence. Many sentences or paragraphs begin with quotes, lacking lead-ins to introduce the evidence. Analysis of evidence is brief and requires elaboration to show relevance to thesis.	Some or all of the body paragraphs lack topic sentences. The organization of some or all of the body paragraphs make for a difficult read because of poor sentence structure or lack of transitions. Does not incorporate sources well, including 0-1 quote per Body paragraph. Evidence is simply presented without lead-ins as introduction. Analysis of evidence in relation to topic is very basic or non-existent, and it does not show a clear relation to the thesis
Conclusion	The conclusion is strong and leaves the reader solidly understanding the writer's position. The conclusion has an effective restatement of the thesis statement. The essay is completely summed up through topic sentences and final thought	The conclusion is recognizable and fairly smooth to read. The author's thesis is restated. The essay is summed up through topic sentences, but they are brief or are simply listed. A final thought brings the essay to a good conclusion.	The conclusion is recognizable. The author's thesis is restated within the closing paragraph. The essay is summed up, but topics are simply listed instead of in separate sentences. Author provides a final thought that is brief.	The thesis is not restated or is found in the same wording as the introduction. The essay is not summed up because the topics are uncles. No final thought.
Conventions and Requirements	Author makes virtually no errors in grammar, spelling or punctuation that distract the reader from the content. Heading, Page number Double-spacing, No 1st or 2nd person pronouns, consistent verb tenses (either all past or present). All of the written requirements (# of pages, # of sources, type of sources, etc.) were met. 7-10 pages 5-6 sources	Author makes virtually no errors in grammar, spelling or punctuation that distract the reader from the content. Heading, Page number Double-spacing, No 1st or 2nd person pronouns, consistent verb tenses (either all past or present). All of the written requirements (# of pages, # of sources, type of sources, etc.) were met. 7-10 pages 5-6 sources	Author makes some errors in grammar, spelling or punctuation that distract the reader from the content. Missing 3 of the components in 1st column. Verb tense is inconsistent. Most of the written requirements were met. 4-5 pages 1-2 sources	Author makes excessive errors in grammar, spelling or punctuation that distract the reader from the content. Missing 4 of the components listed in 1st column. Verb tense is inconsistent, causing the argument to lose focus. Many requirements were not met. ≤4 pages ≤1 source
Citations	All sources are accurately documented in MLA format. All in-text citations are correctly cited and relevant. All in-text citations match sources on Works Cited page(s).	All sources are documented in MLA format. All in-text citations are correctly cited and relevant. All in-text citations match sources on Works Cited page(s).	All sources are documented in MLA format. Many in-text citations do not match sources on Works Cited page(s) and vice-versa.	Some in-text citations are cited and relevant. Sources are not accurately documented in MLA format. In-text citations are not correctly cited and relevant.

Science Project

The Purpose:

The purpose of the Science Project is for students to demonstrate mastery of the skills needed for scientific experimentation, research, and writing. For the project, students must conduct and write up a scientific experiment. The Science Project culminates in a formal lab report and reflection with two teachers.

The Process:

- Student selects an experiment in conference with mentor (mentor must be a science teacher). The student may do one of the following:
 - Expand upon one of the appropriate labs from class
 - Choose an experiment based on a list of suggestions from the mentor
 - Research and choose another experiment
 - Student conducts the experiment with mentor supervision
 - Student receives feedback and guidance from mentor (first reader) until mentor agrees that the lab report is ready to go to second reader
 - Second reader suggests edits and reads the resulting drafts until both readers agree that the lab report meets the criteria
 - Student reflects on the experience with two teachers, identifying rationale for the project, successes and challenges, and what they learned in the process

The Product:

- Lab report (4-7 pages)
- Reflection conversation

Science Project Rubric

To pass, a student must earn an “Exceeds Expectations” or “Passed” for all criteria.

Standard To Be Met	Exceeds Expectations	Passed	Needs Refinement	Needs Development	Comments
<i>Format</i> follows lab template (mentor will provide template), and is in APA format					
<i>Purpose</i> effectively explains the goal of and reason for the experiment as a testable question or statement					
<i>Hypothesis</i> is well-suited to the experiment, testable, and specific					
<i>Background</i> explains the basic scientific model being investigated, provides a context for the work, and includes 2-4 legitimate sources					
<i>Materials</i> section is complete and accurate, and has all diagrams labeled and referenced in the text					
<i>Procedure</i> section is detailed, complete, and accurate enough that someone else could repeat the experiment					
<i>Results</i> section presents all data that was collected; the data is sufficient and is organized into at least one table					
<i>Data Analysis</i> section includes <ul style="list-style-type: none"> • data summary and calculations • interpretations that effectively address the hypothesis • discussion of outlier data points • at least one graph • discussion of sources of error 					
<i>Graphs and Tables</i> are titled and referenced in the text					
<i>Conclusion</i> <ul style="list-style-type: none"> • states, based on evidence from data analysis, whether the hypothesis is supported or not • explains the importance of the results, especially the significance to this area of science • explains how the experiment could be improved • includes suggestion(s) for further study 					
<i>References</i> includes 2-4 sources that are each parenthetically cited in the text and is in APA format					
Overall report is well-written in predominantly impersonal past tense, with clear language and correct grammar					

Technology Project

The Purpose:

Technology is a learning, productivity, and collaboration tool. As learners and future leaders in the 21st Century marketplace, students must be able to utilize a variety of technology tools to create, innovate, communicate, collaborate, research, solve problems, and make decisions. While the tools will undoubtedly change and evolve over time, basic understandings of how things work, how to apply tools to accomplish tasks and goals, as well as the basic tenets of digital citizenship will remain the same. Students must have a broad perspective and understanding of the tools available, so that they can wisely choose the one that is optimal for the task at-hand.

For technology, students are required to apply technology to fulfill one other senior graduation requirement. The end-product or project must demonstrate a use of technology in at least THREE of the key application areas:

- **Creativity**
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Communication & Collaboration**
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **Research & Information Fluency**
Students apply digital tools to gather, evaluate, and use information.
- **Critical Thinking, Problem Solving, and Decision Making**
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Digital Citizenship**
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

The Process:

- **PROPOSAL:** Student meets with the technology coordinator and, if applicable, the advising teacher on the senior requirement that will integrate technology:
 - They verbally agree upon a unique project that lends itself to technology utilization. The student then composes a description of the project using the Technology Proposal form.
 - The student submits the form to the technology coordinator who then reviews and approves it.
- **IMPLEMENTATION:** Student meets with the technology coordinator, or the advising tech teacher, who will coach the student on the effective use of technology for creating the project. They review the description of the project, previously drafted.
 - They identify three key technology application areas that the project can effectively utilize.
 - They identify several technology tools that will help the student achieve their project goals.

- Student begins to explore technology tools and how to use them. Another meeting with the tech coordinator or advising tech teacher determines the final tools for the project and a rubric is designed based on the project's three technology application focus areas.
- Student works through the project, getting feedback from advising teacher(s) until the project meets goals.

The Product:

The product for technology may take on multiple forms. Some examples include, but are not limited to: Compose and develop a web site; construct a working piece of hardware that fulfills a goal; compose a blog; syndicate a podcast or series of podcasts based on a concept or theme; create collaborative film, multimedia, or podcast project from a distance (with participants remotely collaborating); create a polished multimedia presentation (combination of images, music, animation).

Technology Evaluation Rubric

To pass, a student must earn an "Exceeds Expectations" or "Passed" for all criteria.

Standard To Be Met	Exceeds Expectations	Passed	Needs Refinement	Needs Development	Comments
Creativity					
Communication & Collaboration					
Research & Information Fluency					
Critical Thinking, Problem Solving, and Decision Making					
Digital Citizenship					

Self-Reflection

Personal Learning Reflection

The Purpose:

The goal of the Personal Learning Reflection is to encourage each student to reflect about themselves as a learner, both in the context of formal education and in the world. The student should be able to identify contexts in which they learn effectively, and contexts which are not conducive to learning. They should give examples by drawing upon their learning experiences at Crefeld, at schools they attended prior to Crefeld, and/or positive or negative learning experiences in extra-curricular contexts. The student should also be able to identify and explain their strengths and challenges in the context of various learning models from the 11th grade Learning About Learning course. Finally, they should be able to articulate strategies that will help them become a successful learner both in school and in future education settings, and they should identify ways in which they are able to compensate for their roadblocks to success.

The Process:

- Student creates a draft based on rubric, models, and content from the Learning About Learning course
- Student submits draft to a learning support teacher to obtain first reader feedback
- First reader provides feedback to the student; student revises as necessary
- Student resubmits drafts until first reader determines that draft is ready to be submitted to the second reader
- Process continues until both readers agree that the paper or project meets the criteria

The Product:

Students may choose from the following options:

- Essay: approximately 2-4 pages
- Graphic Organizer: diagram, web, flowchart
- Illustration: comic strip, graphic novel
- Presentation: Clearly covers same content as essay in approximately 10-15 minutes; outline or note cards required
- Other: create a video, build a webpage, or any other creative modality that is approved by one of the Learning Support specialists

NOTE: Products other than essays may require some supplemental explanation; for example: captions, labels, or a few paragraphs.

Personal Learning Reflection Rubric

To pass, a student must earn an “Exceeds Expectations” or “Passed” for all criteria.

Standard To Be Met	Exceeds Expectations	Passed	Needs Refinement	Needs Development	Comments
Student demonstrates insight into their learning style and school performance over time					
Identify major learning strength(s) that are most relevant to understanding the student’s function in school					
Describe strengths in terms of learning models					
Describe how strengths help student succeed in specific tasks, assignments, activities, or responsibilities in school and life					
Identify major learning challenges that are most relevant to understanding the student’s function in school					
Describe challenges in terms of learning models					
Describe how challenges make specific tasks, assignments, activities, or responsibilities in school and life difficult					
Identify specific strategies that are most central to success in school and other pursuits					
Explains strategies that help student succeed (supporting a strength), with specific examples of how they are used in school					
Explains strategies that help student succeed (supporting a challenge), and specifically how they are used in school					
Presentation: Strong communication - strengths, challenges, and strategies are specific; learning models are explained clearly, and anecdotes are clear					
Presentation: Visual/Oral presentation is well crafted <ul style="list-style-type: none"> ● writing is organized ● good mechanics ● diagrams are neat and legible ● illustrations are clear and well rendered 					

Creative Expression

The Purpose:

The goal of the Creative Expression project is for students to demonstrate increased knowledge or technical skills in a creative medium. Students will build upon their current skills and knowledge to produce a project that is a progression of their creative development.

The Process:

- Student assesses current baseline skills and determines next step of growth
- Student brainstorms possible projects (may do so with mentor(s) or teacher)
- Student completes a [proposal worksheet](#) and receives approval for the project from mentor(s)
- Student executes the plan
- Student displays work and completes a formal reflection, either written or verbal, as determined in proposal with mentor(s)

The Product:

- Proposal - Student completes the creative expression proposal worksheet which includes:
 - Background about student's prior experience with the creative medium
 - Reasons for choosing project and goals
 - Name of mentor(s) and their credentials
 - Timetable and other logistical information
 - Criteria to determine successful completion
 - Plan for displaying or presenting project
 - Plan for evaluating success of project
- Activity
 - Student will complete project as per proposal
 - Student will display/present project as per proposal
- [Reflection/Analysis \(written or verbal\)](#)
 - A discussion of the intended plan
 - A summary of the plan as carried out
 - A reflective and critical discussion of the student's work, their growth and development, suggestions for how the process could have been improved, identification of successful elements

Examples of Possible Creative Expression Projects:

- A collection of student's poetry/dance/music, including one or more new works
- A show of the student's artwork, including one or more new works
- One new piece (of music, dance, painting, sculpture, etc.) that demonstrates clear growth of skill/knowledge
- Construction of a new object (skateboard, dress, piece of furniture)

Creative Expression Evaluation Rubric

To pass, a student must earn an “Exceeds Expectations” or “Passed” for all criteria.

Standard To Be Met	Exceeds Expectations	Passed	Needs Refinement	Needs Development	Comments
<p><i>Expression of Ideas:</i> During project, student clearly expressed how this exhibition reflects passion, creativity and/or expertise</p>					
<p><i>Demonstration of Growth:</i> Student clearly articulated how they developed or extended creative skills.</p>					
<p><i>Development from Process to Product:</i> If initial plan changed, student was able to assess why and how the end product differed from the original idea</p>					
<p><i>Reflection of Execution:</i> Student thoroughly explained elements of success; suggestions for improvement of planning or implementation is thoughtful and clear</p>					

Public Presentation

The Purpose:

The Public Presentation is designed to prepare students to be able to speak confidently in public. Students will learn how to structure an effective speech and how to deliver a speech using suitable body language, projection, and clarity of speech.

The Process:

- Student chooses a Graduation Exhibition to present to the school during Community Meeting.
- Student identifies the main points of their presentation:
 - Why they chose to present that particular exhibition
 - Why they chose the focus of that exhibition
 - Content about the exhibition (orals, civics, research paper, etc)
 - A description of the process of completing the exhibition
 - What they learned during the process
 - Why they are proud of that piece of work
- Student organizes their points into an outline
- Student discusses the draft with a mentor
- Student revises if necessary
- Student prepares presentation materials and visual aids
- Student practices presentation with a mentor
- Student presents their exhibition

The Product:

- Presentation is organized and practiced:
 - Speech is clear and audible
 - Minimal filler words
 - Strong body language – eye contact, posture, etc.
 - Focus of the talk is clear and concise
- Written outline or notes, including introduction, conclusion, and sequence of topics
- Visual aids or other supporting material

Public Presentation Evaluation Rubric

To pass, a student must earn an “Exceeds Expectations” or “Passed” for all criteria.

Standard To Be Met		Exceeds Expectations	Passed	Needs Refinement	Needs Development	Comments
Personal insight OR Accurate content for academic presentations	<ul style="list-style-type: none"> • Includes sufficient background information • Describes how student has been affected by this • Explains what student plans to do with this discipline / these lessons in the future • ACADEMIC: Presents accurate and engaging content with confidence • ACADEMIC: Answers audience questions in a way that displays depth of knowledge 					
Narrative coherence	<ul style="list-style-type: none"> • Introduces topics • Follows logical order • Balances attention on different topics • Includes conclusion 					
Preparedness	<ul style="list-style-type: none"> • Contains a written organizational component, e.g.: outline, note cards, essay, bullet points • Presents same speech as practiced • Stays within 3-5 minute time limit • Uses visual/other aid • Student met deadlines for preparation and practice 					
Delivery	<ul style="list-style-type: none"> • Speaks clearly and audibly • Uses minimal filler (hemming) • Exhibits strong body language • Appropriate to audience 					

Citizenship

Civics Exam

The Purpose:

The Civics Exam is designed to assess the students' ability to apply their knowledge of the powers and individual rights guaranteed by the United States Constitution. The exam includes multiple types of questions.

The Process:

- Student will receive study guide for exam from proctoring teacher
- Student will complete the study guide and submit it to the proctoring teacher
- Student will obtain an exam from the proctoring teacher
- If student does not pass, they will review the study guide and retake another version of the exam

The Product:

- A completed Civics Exam, passed with a grade of 80% or above

Independent Service Learning

The Purpose:

The service learning program at Crefeld has two major goals: for students to see themselves as agents of change, contributors towards creating healthy, vibrant communities; and for students to experience service to others as an important aspect of a healthy, fulfilling life. The Independent Crefeld Service Learning (CSL) exhibition is the capstone of this program, and it allows students to work toward each of these goals while also developing important transition skills such as greater independence in communication, transportation, time management, and the ability to adapt to new tasks. Students choose an organization relevant to their interests, set up a service placement that is separate from their school community, and consistently provide service over the course of a semester. After completing their independent placement, students participate in a formal reflection process.

The Process:

- Student brainstorms possible placements with the help of advisor, family, and/or Independent CSL coordinator
- Student contacts placement site to determine feasibility and requirements
- Independent CSL coordinator meets with student and provides Pre-Service / Permission Form; student completes and returns form
- Independent CSL coordinator contacts site supervisor to confirm details of placement, then gives student clearance to begin
- Student completes approximately 1.5 hours of service each week, for a total of 25-30 hours
- Independent CSL coordinator checks in with student and site supervisor as necessary, and contacts the site coordinator for feedback each quarter
- At the end of the semester, student completes Post-Service Reflection Form with site supervisor and with Independent CSL coordinator

The Product:

- [*Pre-Service / Permission Form*](#). Provided by Independent CSL coordinator. Completed by student and family, then approved by Independent CSL coordinator after an in-person conversation. Consists of two parts:
 - Pre-Service Form asks students:
 - To explain the mission of their proposed placement organization
 - To explain how their service will help to contribute to that mission
 - To explain how this service opportunity links to something that they care about
 - Permission Form asks students and families:
 - To provide contact information for a supervisor at the proposed placement organization
 - To acknowledge understanding of the exhibition's requirements
- *Service Learning Experience*.
 - Student completes approximately 1.5 hours of service per week, for a total of 25-30 hours total over the course of one semester
 - Student arrives promptly to placement and is courteous and helpful

- Student contacts site supervisor if they are unable to attend at the regularly scheduled time and arranges to complete the needed time
- Student communicates with Independent CSL coordinator about any concerns with the placement
- Post-Service Reflection. Completed at the end of the semester-long placement. Consists of two parts:
 - Final Evaluation
 - During the last few weeks of the placement, the student sees the Independent CSL coordinator for the evaluation form and gives this form to the site supervisor.
 - Site supervisor rates and provides feedback for student in areas including communication, punctuality, use of time, ability to learn new tasks, and ability to respond to feedback
 - If possible, site supervisor discusses this feedback with student
 - Reflection
 - Student may either complete questions in writing and then meet to discuss with Independent CSL Coordinator, or discuss questions in person with Independent CSL Coordinator while they take notes
 - Student reflects upon their experience and how they contributed to the organization with which they served

Leadership Project

The Purpose:

The Leadership Project is designed to provide each student with an opportunity to acquire and develop both organizational and interpersonal skills by directly leading a minimum of 4 peers in a project. The process of providing leadership to peers or teaching others may enhance the student's self-confidence. Planning and executing a multi-step project, training and supporting others, and providing a service to the greater community, all give the project intrinsic value. Furthermore, the process of teaching others tends to improve one's own understanding of the material, and simultaneously provides a new vantage point for judging the teacher/student relationship.

The Process:

- Student and mentor brainstorm possible projects
- Student obtains placement and mentor
- Student receives administrative approval for the project
- Student designs a project plan including names, dates, times, locations, materials (see attached rubric)
- Student executes the plan
- Student submits a written analysis of the project complete with evidence that the project has been successfully completed (e.g. letters, photographs, student work, etc.)

The Product:

- [Written Proposal](#) - Student designs a written project plan which includes:
 - Reason for Project
 - Goals for Project
 - Name of Mentor and his/her credentials
 - Names of Participants
 - Logistical Information (dates, times, location, transportation)
 - Materials
 - Potential Problems
 - Plan for documenting and evaluating success of project (e.g. photographs, student feedback, mentor feedback, etc.).
 - Ways in which leadership is going to be demonstrated
 - [Evaluation tool for peers](#)

The proposal may be presented in one of the ways listed below:

- In paragraphs
- In point form
- As series of questions to be answered
- Activity
 - Student will provide leadership as per proposal
 - Student will document activity as per proposal
- [Written Analysis](#)
 - Written Product including the following elements:
 - Introduction: Summarizes the details of intended plan

- Body: Reflects and evaluates the student's work
- Conclusion: Suggests how teaching and/or leadership could have been improved, and what student has learned from the project
- Attached documentation
- Double spaced, no contractions, slang or colloquialisms

Internship

The Purpose:

Some students may choose to participate in an internship experience while at Crefeld. The internship is designed to provide students with an opportunity to participate in an experiential learning situation with a mentor/organization that fits their area of interest and available time. At Crefeld we believe that effective learning takes place when the subject matter is relevant to the personal interests of the student, and that self-initiated learning is lasting and pervasive. In this model of experiential learning, the students are immersed in a concrete experience, which is then followed by a reflective observation. Through this experience and observation, students will learn about themselves as workers and as members of a group.

The Process:

- Student and Crefeld internship coordinator work to find appropriate internship placement and mentor.
- Student interviews with placement.
- Student, Crefeld internship coordinator, and mentor coordinate logistics (e.g. work schedule, transportation).
- Student submits a written proposal to the Crefeld internship coordinator.
- Once the proposal has passed, student begins the internship.
- Student documents the intern experience and completes internship hours.
- Student provides an evaluation form to the mentor who completes it; the mentor will show the evaluation results to the student and answer questions. The student will keep the completed evaluation.
- Student creates a reflection (written paper or oral presentation) complete with evidence that the internship has been successfully completed. Student submits the reflection to the Crefeld internship coordinator.
- Student submits mentor evaluation to the Crefeld internship coordinator.
- Student sends thank-you card to internship mentor.

The Product:

Written Proposal

- Student designs a written internship proposal which includes:
 - Name of business and mentor
 - Logistical information (dates, times, transportation, etc)
 - Reason for desire to pursue internship
 - Reason for placement (why did student choose that particular industry)
 - Goals for internship (personal, academic, transition, social)
 - Plan for documenting internship experience; Choose at least 1 of the following:
 - daily log
 - weekly journal
 - journal of new experiences
 - photographic display of experience
 - interviews of colleague and clients
 - video of experience
 - other (must be approved prior to starting internship)

- Reasons for choosing method of documentation

Internship

- Student will document reflection during internship per proposal
- Student will provide the [completed mentor evaluation](#) to Crefeld internship coordinator

Reflection and Self-Analysis

- Written Product including the following elements:
 - Introduction: summarizes the details of the internship (name of placement, mentor, logistics, etc.)
 - Body: reflection of the experience including:
 - What student did
 - What student learned
 - What components student enjoyed the most
 - What components student enjoyed the least
 - How the experience will change the student's future plans
 - Describe a 'product' from the experience (something created while at work)
 - Discuss your mentor's evaluation of your performance
 - Conclusion: summarize the value of the overall experience, comment on how it could have been improved.
 - Attach documentation you created during the internship (e.g. journal, log, etc.)

OR

- Presentation incorporating the elements listed above. Format to be determined with internship coordinator (e.g. PowerPoint, photograph display, video clip, interviews, newspaper article, etc.)